



Alexander Dickson Primary School



Anti-Bullying Policy

Anti-Bullying Policy

Introduction and Statement

At Alexander Dickson Primary School we believe that all pupils and staff have the right to learn/work in a safe and supported environment and regard all forms of bullying behaviour as unacceptable.

Context

This policy is informed and guided by current legislation and DE Guidance listed below:

The Legislative Context:

- [The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)
- [The Education and Libraries Order \(Northern Ireland\) 2003 \(A17-19\)](#)
- [The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)
- [The Children \(Northern Ireland\) Order 1995](#)
- [The Human Rights Act 1998](#)
- [The Health and Safety at Work Order \(Northern Ireland\) 1978](#)

DE Guidance

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- [Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)
- [Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, 2017\)](#)
- [Co-operating to Safeguard Children and Young People in Northern Ireland \(Dept. of Health, Social Services and Public Safety, 2016\)](#)
- [Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)

Ethos & Principles

Mission Statement

“Our school builds relationships with kindness and honesty. We encourage creativity, imagination and independence. We will develop learning for life and work through effort and collaboration.”

Our school community also agrees that its key values are:

- Honesty
- Learning
- Kindness
- Friendship
- Effort

Alexander Dickson Primary School is committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.

In our school community it is important that everyone is honest, hardworking and respectful. In this way our school will be a happy place and operate in an environment which is conducive to learning.

Consultation and Participation

We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all. We value the views of all stakeholders and will endeavour to take these into account during the implementation and review of this policy in compliance with the Addressing Bullying in Schools Act (NI) 2016.

Examples of how we do this may include:

- Class-based activities and workshops with pupils
- Whole school questionnaires/surveys
- School Council
- Information shared with parents/carers e.g. parents' night, newsletter etc.
- Staff/community development/information sessions
- Governor meetings/input

What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used.

Addressing Bullying in Schools Definition of "bullying":

1.— (1) In this Act "bullying" includes (but is not limited to) the repeated use of—

(a) any verbal, written or electronic communication,

(b) any other act, or

(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

(2) For the purposes of subsection (1), "act" includes omission.

In summary, ***"bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others."***

Alexander Dickson Primary School recognises that one-off incidents may be considered as bullying.

It is important to remember that not all unacceptable behaviour is bullying behaviour. Incidents of unacceptable behaviour which the school does not determine to be bullying will be addressed through the school's Positive Behaviour Policy or other relevant policy.

When assessing an incident to decide on whether to classify it as bullying, the school shall consider the criteria below and, where an incident meets all these criteria, it will be classified as bullying:

- *Is the behaviour intentional?*
- *Is the behaviour targeted at a specific pupil or group of pupils?*
- *Is the behaviour repeated?*
- *Is the behaviour causing physical or emotional harm?*
- **Does the behaviour involve omission? (may not always be present)*

In line with The Addressing Bullying in Schools Act (NI) 2016 only the school can determine whether the criteria for bullying have been met. Incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy or other relevant policy.

The school recognises that bullying behaviours can take many forms e.g. verbal/written acts, physical acts, omission (exclusion), electronic acts etc. and can be the result of a broad spectrum of motivations.

Language

Bullying is an emotive issue, therefore Alexander Dickson Primary School will endeavour to use supportive, understanding language when discussing these matters. For that reason, we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child by describing the situation surrounding that child, for example:

- A child displaying bullying behaviours
- A child experiencing bullying behaviours

We encourage all members of the school community to use this language when discussing bullying incidents.

In determining 'harm' we define:

- Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.
- Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

Preventative Measures

Alexander Dickson Primary School will endeavour to eliminate bullying behaviour through our preventative curriculum. Examples of these may include:

- Regular promotion and reminders of our three school rules: Be Ready, Be Respectful and Be Safe.
- Addressing issues such as friendships at the various forms of bullying, including the how and why it can happen, through PDMU lessons
- Friendship Friday initiative

- Utilising support agencies that promote positive mental health and wellbeing when available e.g. Education Authority's REACH programme (Resilience Education Assisting Change to Happen), Action Mental Health workshops etc.
- Participation in Anti-Bullying Week
- Development of peer-led systems (e.g. School Council) to support the delivery and promotion of key anti-bullying messaging within the school
- Development of effective strategies for the management of unstructured times (e.g. break time, lunch) including effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches, play bus stops) and provision of a variety of play options to meet the needs of all pupils.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Provision and promotion of extra-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure and games, etc.
- Addressing key themes of online behaviour and risk through PDMU/UICT lessons
- Participation in the annual Safer Internet Day and promotion of key messages throughout the year.
- Engagement with key statutory and voluntary sector agencies (e.g. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- Development and implementation of appropriate policies in related areas

Travelling to and From School

Alexander Dickson Primary School wishes to develop a culture where pupils take pride in their school and are viewed as ambassadors for their school within the village. Regular reminders will be given of the positive behaviour expectations of pupils whilst travelling to and from school.

Responsibility

In Alexander Dickson Primary School everyone has responsibility for creating a safe and supportive learning environment for all members of the school community.

Everyone has the responsibility to work together to:

- foster positive self-esteem
- behave towards others in a mutually respectful way
- model high standards of personal pro-social behaviour
- be alert to signs of distress and other possible indications of bullying behaviour
- inform the school of any concerns relating to bullying behaviour
- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- refrain from retaliating to any form of bullying behaviour
- intervene to support any person who is being bullied unless it is unsafe to do so.

- report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
- explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken.
- know how to seek support – internal and external.
- resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties.

Reporting a Bullying Concern

Pupils Reporting a Concern

Pupils can report bullying concerns regarding themselves or others by:

- Verbally talking to a member of staff
- Writing a note to a member of staff (e.g. in a homework diary)
- Posting a comment in a 'worry box'

Parents/Carers Reporting a Concern

In the first instance, all bullying concerns should be reported to the Class Teacher.

Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal.

Where a parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. A copy of such is available on the school's website or by contacting the office.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and feedback will be provided to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Responding to a Bullying Concern

The processes outlined below provides a framework for how the school will respond to any bullying concerns identified.

Upon receiving a bullying concern, the member of staff responsible (usually the class teacher) shall:

- ***Clarify facts and perceptions***
- ***Check records (SIMS)***
- ***Assess the incident against the criteria for bullying behaviour***

Where an incident is classified as bullying behaviour, the staff member will:

- ***Identify any themes or motivating factors***
- ***Identify the type of bullying behaviour being displayed***
- ***Select and implement appropriate interventions for all pupils involved***
- ***Track, monitor and record effectiveness of interventions***
- ***Review outcome of interventions***
- ***Select and implement further interventions as necessary***

In doing so the staff member may wish to draw upon the NIABF Effective Responses to Bullying Behaviour resource.

When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

Parents/carers are reminded that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Recording

The school will centrally record all information related to reports of bullying concerns, including:

- ***how the bullying behaviour was displayed (the method)***
- ***the motivation for the behaviour***
- ***how each incident was addressed by the school***
- ***the outcome of the interventions employed.***

Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

Professional Development of Staff

In Alexander Dickson Primary School we recognise the need for appropriate and adequate training for Governors and staff, including teaching and non-teaching school staff. We will endeavour to:

- ensure that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- ensure that CPD records are kept and updated regularly

Monitoring and Review of Policy

To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:

- maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted
- identify trends and priorities for action
- assess the effectiveness of strategies aimed at preventing bullying behaviour
- assess the effectiveness of strategies aimed at responding to bullying behaviour

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, at no less than 4 years from date of ratification.

Links to Other Policies

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies including, but not limited to:

- *Positive Behaviour Policy*
- *Pastoral Care Policy*
- *Safeguarding and Child Protection Policy*
- *Relationships and Sexuality Education*

Care must be taken to ensure that all policies are consistent.

Appendix 1: Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments

PART 1

ASSESSMENT OF CONCERN		Date: <input style="width: 150px; height: 20px;" type="text"/>	
<p>Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:</p> <p><i>“bullying” includes (but is not limited to) the repeated use of —</i></p> <ul style="list-style-type: none"> <i>(a) any verbal, written or electronic communication</i> <i>(b) any other act, or</i> <i>(c) any combination of those,</i> <p><i>by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.</i></p>			
	Name(s)	Gender M / F	DOB/Year Group
Person(s) reporting concern			
<p>Check records for previously recorded incidents</p>			

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff). Include dates of event(s), the type of information gathered and where the information is stored (i.e. on paper or in SIMS).

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:

The school will treat any incident which meets these criteria as bullying behaviours.

Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

One-off Incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:

Criteria:	Information gathered:
severity and significance of the incident	
evidence of pre-meditation	
Significant level of physical/emotional impact on individual/s	
Significant level of impact on wider school community	
Status/nature of previous relationships between those involved	
Records exist of previous incidents involving the individuals	

<p>YES the above criteria have been met and bullying behaviour has occurred.</p>	<p>NO the above criteria have not been met and bullying behaviour has not occurred.</p>
<p>The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form</p>	<p>The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate.</p>
<p>Agreed by:</p>	
<p>Status:</p>	
<p>On:</p>	

PART 2

2.1 Who was targeted by this behaviour?

Select one or more of the following:

- Individual to individual 1:1
- Individual to group
- Group to individual
- Group to group

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

- Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking)
- Any other physical contact (which may include use of weapons)
- Verbal (includes name calling, insults, jokes, threats, spreading rumours)
- Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
- Electronic (through technology such as mobile phones and internet)
- Written
- Other Acts - Please specify:

2.3 Motivation (underlying themes): this is not a definitive list

Select one or more of the following:

- Age
- Appearance
- Cultural
- Religion
- Political Affiliation
- Community background
- Gender Identity

- Sexual Orientation
- Family Circumstance (marital status, young carer status)
- Looked After Status (LAC)
- Peer Relationship Breakdown
- Disability (related to perceived or actual disability)
- Ability
- Pregnancy
- Race
- Not known
- Other – Please specify:

PART 3A

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name:

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent / carer informed:

Date:

By whom:

Staff involved:

Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions
--

Pupil:

Parent/carer:

Other Agencies:

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

PART 3B

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name:

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent / carer informed:

Date:

By whom:

Staff involved:

Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions

Pupil:

Parent/carer:

Other Agencies:

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

PART 4

REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

--

Date of Review Meeting:

Part 4A Following the Review Meeting, to what extent have the success criteria been met?

- 1 – Fully
- 2 – Partially
- 3 – Further intervention/support required

Give
details:

--

Part 4B If the success criteria have not been met, continue to:

- Re-assess Level of Interventions and implement other strategies from an appropriate level
- Track, monitor and review the outcomes of further intervention
- Follow Anti-bullying policy
- Keep under review the Stage of Code of Practice each pupil is on
- Follow Safeguarding Policy
- Seek multi-agency input (EA, Health and Social Services etc.)
- Engage with Board of Governors

Agreed by:

School	Signed: Date:
Parent	Signed: Date:
Pupil	Signed: Date: